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ABSTRACT

Based on the idea that assessment and evaluation have become major concerns in elementary education, this book offers a solution for involving both children and parents in the processes of evaluation. Arguing for a program known as "negotiated evaluation," the book gives practical suggestions for implementing the program; looks at classroom organization; discusses parent interviews and reporting to parents; and considers the role of continual observation and evaluation in the day-to-day practices of the classroom. The book discusses how to enhance each child's development, how to help parents develop an understanding of their children's progress, and how to develop an appreciation of each child's needs. After a general introduction, chapter 1 presents the origins of negotiated evaluation, which takes as its model literacy evaluation in Australia. Chapter 2 outlines the model (pointing out that quantitative evaluation does not work in the primary classroom because "literacy is not a single, monolithic entity which can be represented numerically"). Chapters 3, 4, and 5 discuss, respectively, the teacher's role, parent involvement, and the children's role. Chapter 6 discusses interpretation of evaluation data, and chapter 7 presents a case study of one Australian school. The book contains numerous figures and concludes with an epilogue and a reference list. (NKA)

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